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ABSTRACT

Intended to be used both as a guide for general program direction and as an individual evaluation and training tool this rehabilitation training guide includes materials and evaluation devices for use with mentally and/or physically handicapped clients on basic, intermediate and advanced living center levels. The eight independent living skill categories included are (1) personal hygiene/grooming; (2) housekeeping; (3) laundry/clothing care; (4) functional academics; (5) personal/social skills; (6) food preparation/cooking; (7) mobility; and (8) health and safety. Materials contained in the guide are organized according to these eight categories, and skills are listed on task analysis sheets according to their developmental sequence or from least to most difficult to attain. Student pre- and post-tests, as well as other pertinent visual aids, are included where feasible. (MEK)

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UTILIZATION

RESEARCH

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DEVELOPMENT

REPRINT SERIES NO. 16

MATERIALS DEVELOPMENT CENTER

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Independent Living Evaluation-Training Program

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CE 025 401

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Independent Living Evaluation - Training Program

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FOREWORD

The increasing emphasis on improving the daily lives of persons who are handicapped has resulted in many unique programs throughout the United States. One of these programs is at the Sioux Vocational School in Sioux Falls, South Dakota. The mission of the school is "to provide prevocational/vocational, community living, and related services for the mentally and/or physically handicapped which will assist them along the continuum toward independence in employment and community living." In order to achieve this overall mission, the school operates: (1) an activity center for persons who are severely and profoundly mentally retarded, (2) a work activity center, (3) a rehabilitation workshop which also provides services in vocational evaluation and work adjustment, (4) an intermediate care facility, and (5) an independent/community living program. The goal of the independent/community living program is to provide community living services including evaluation, training, and support services for the mentally and/or physically handicapped, in residential and community settings, which will assist them along the continuum towards independent community functioning.

The program and the assessment/training materials contained in this publication were developed by the Sioux Vocational School as one means of giving objective measures to the general concept of independent living skills. MDC's purpose in publishing this program is to provide some practical information for rehabilitation programs in independent living skills.

Karl F. Botterbusch, Ph.D.
August, 1979

INTRODUCTION

The initial independent living training guide was written approximately four years ago by Sioux Vocational School (SVS) staff working in the residential training centers and included the areas being stressed in training at that time. Originally, it was a guide for general program direction and was not used as an individual evaluation and training tool. After using it for about a year and a half, the residential training staff under the direction of SVS programming specialist rewrote the independent living training guide to include three levels of training: basic, intermediate, and advanced. From this time it was used both as a guide for general program direction and as an individual evaluation and training tool.

The third revision, begun in April of 1978, and completed in June of 1978, was prepared by residential training staff and special education teachers under the direction of the training/programming specialist. The eight categories included in the program are: personal hygiene/grooming, housekeeping, laundry/clothing care, functional academics, personal/social skills, food preparation/cooking, mobility, and health/safety. These categories are based on both the previous training guide and on the areas of competency identified as being necessary for independent living. These competency areas were identified by staff including the follow-up/follow along staff working with and evaluating the needs of clients who had successfully completed the independent living training program.

The Sioux Vocational School contains three residential levels; as the client progresses toward independence, he/she moves from level to level:

1. Basic Living Center (BLC): This level involves evaluation and training of clients in a closely supervised setting in the following areas: personal hygiene/grooming, housekeeping/domestic skills, basic clothing care and laundry skills, simple shopping skills, social interaction skills, personal behavior management skills and recreation and leisure activities.

2. Intermediate Living Center (ILC): This program level involves evaluating and training of clients in a supervised setting in the following areas: personal hygiene/grooming, housekeeping/domestic skills, laundry and clothing care skills, social interaction skills, personal behavior management skills, shopping skills, weekly budgeting skills, beginning cooking skills and recreation and leisure activities. Functional academic areas including calculator skills, time skills, money skills, check writing skills and word recognition are stressed according to individual client needs. Major emphasis is placed on maintaining appropriate hygiene, grooming, laundry and clothing care and housekeeping/domestic skills independent of staff prompting and/or supervision.

3. Advanced Living Center (ALC): This program involves evaluation and training in a supervised setting in the following areas: hygiene/grooming and health skills, housekeeping/domestic skills, laundry and clothing care skills, mobility skills, shopping skills, cooking skills (planning menus, buying groceries), monthly budgeting, checking and other money management skills, personal/social adjustment skills, and recreation and leisure activities. Major emphasis in this program is on preparing the client in skill areas needed to live in a semi-independent or independent living situation. Therefore, using a bus and taxi, cooking, shopping for food and clothes, money management and utilization of community resources (e.g., recreational, medical, and

social) are stressed. Independence from supervision and acceptance of responsibility are primary goals.

Although the residential training centers are organized into these three levels, the independent living evaluation/training program does not assess skills by three levels. However, each of the eight categories or competency areas include skills listed either in a developmental sequence or from least to most difficult to attain. This allows for more flexibility in training and greater opportunity to meet client needs.

The Independent Living Evaluation and Training Program is used to initially evaluate an individual client during his/her first 30 days of enrollment in a residential training center. The client is pretested using the functional academics pretests and the basic program checklist (pages 6 to 18). When necessary, the task analyses are used in the initial evaluation process. From this evaluation the client's independent living skill strengths and needs are identified. This information is presented by the residential staff to the interdisciplinary team. Priority independent living training goals and objectives are determined and included in the client's individual program plan. The task analyses are used as guides for skill training and to record progress toward mastery of skills.

The client's progress is recorded quarterly on the basic program checklist. New goals and objectives are determined by the interdisciplinary team and the client's individual program plan is updated. The client's total training program is reviewed annually at which time the Independent Living Evaluation and Training Program is completely reviewed and the client reevaluated.

The program is also used in evaluating the independent living skills, especially functional academics, of clients not in a residential training center when the individual program plan necessitates. The evaluation is completed by the special education teacher who will provide the training necessary to accomplish identified goals and objectives.

The Apartment Living Criteria is completed when the client progresses into the final advanced stages of training. Training objectives focus on the area(s) checked "No." This form is completed as needed in order to closely monitor progress and readiness for movement into an independent living setting. This information is important to the follow-up/follow along specialist as he/she is responsible for providing and/or assisting clients in getting services needed when they move into independent living situations.

SIOUX VOCATIONAL SCHOOL
INDEPENDENT LIVING EVALUATION/TRAINING PROGRAM

The PURPOSE of this evaluation/training program is threefold:

1. The program and the accompanying functional academic pretests will be used to evaluate, during the client's first 30 days in the program, the client's strengths and needs in independent living skills.

2. It and the accompanying pretests and task analyses will serve as a guide for individual client programming and training in independent living skills during attendance at SVS.

3. It and the accompanying pretests and task analyses will serve as a basis of reevaluation to determine and document client's progress on a regular or scheduled basis.

The METHOD for evaluation and training includes:

1. The client will be evaluated during the first 30 days in the program on all sections. The client's name will be written on each page. Each section will be dated when it is evaluated. Pretests will be used for functional academic sections (those that are marked with a **).

2. The residential instructor or program manager will administer the evaluation and then present the results at the client's 30 day evaluation staffing.

3. The following definitions will be used to rate client performance/response to each item.*

   I-Client performs/responds independently without reminders or assistance.

   M-Client performs/responds when given a reminder to begin or remember the task/activity or requires checking by staff to see that it is done, i.e., "Have you done your laundry this week?" "What do you have to do before you go to the bank?" Occasional check of personal hygiene/grooming.

   S-Client performs/responds only when given a verbal cue or prompt, a demonstration, or physical cue or prompt to begin, do, and/or complete the task or activity, i.e., "It is time to do your laundry. Get your clothes basket. Go to the laundry room." Demonstration means staff showing client how to do it. Physical cue or prompt means actual physical assistance from staff to begin and/or complete task.

   UNABLE TO DO-Client does not perform or respond even with continued verbal and physical assistance.

---

*Only "I" and "M" ratings are used on the task analyses.

4. The client's program/progress will be reviewed as needed and documented results presented by residential instructor or program manager at the client's quarterly staffing.

5. Any comments pertinent to evaluation and training should be recorded on the final page(s) of this program. The date and staff signature must appear for each entry. The client's name and the page number are to be on each page.

6. When a client moves to another level of the Independent Living Training Program (e.g., from BLC to ILC) a new SUMMARY SHEET will be begun.

7. All items in the program which are followed by a single (*) are Task Analyzed. The task analysis will be used with each individual client whenever necessary to evaluate the individual's skills and as a guide for training.

8. All items in the program which are followed by a double (**) have accompanying pretests. The pretests will be used with each individual client whenever necessary to pretest his/her abilities. They can also be used as guides for training.

SIOUX VOCATIONAL SCHOOL
INDEPENDENT LIVING EVALUATION/TRAINING PROGRAM
SUMMARY SHEET

CLIENT _____ CASE MANAGER _____

PLACEMENT _____ ENTRY DATE _____

EVALUATION PERIOD _____ TO _____ STAFF EVALUATING _____

_____

SECTIONS EVALUATED _____

_____

_____

STRENGTHS NEEDS

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

TRAINING PROGRAM REVIEW DATE STAFF REVIEW SUMMARY

_____

_____

_____

_____

_____

_____

_____

_____

NAME _____

SIOUX VOCATIONAL SCHOOL
INDEPENDENT LIVING EVALUATION/TRAINING PROGRAM

DATE	PERSONAL HYGIENE/GROOMING	I	M	S	UNABLE TO DO
	1. Identifies sink, bathtub, shower				
	2. Identifies/turns on cold faucet in sink, bathtub, shower				
	3. Identifies/turns on hot faucet in sink, bathtub, shower				
	4. Selects/regulates water temperature in sink, bathtub, shower				
	5. Washes face*				
	6. Washes hands*				
	7. Showers/bathes:				
	a. washes hair*				
	b. washes body*				
	8. Uses deodorant				
	9. Dries hair with towel or uses hair dryer				
	10. Combs/brushes hair*				
	11. Brushes teeth*				
	12. Shaves using straightedge razor				
	13. Shaves using electric razor*				
	14. Cleans/clips fingernails and toenails*				
	15. Uses toilet/urinal when necessary and appropriately when in living unit				
	16. Uses toilet/urinal when necessary and appropriately when in public				
	17. (Female) Handles feminine hygiene:				
	a. applies/disposes pad or tampon				
	b. changes/soaks stained clothing				
	18. Uses kleenex/handkerchief				
	19. Wears clean clothes and underwear				
	20. Wears clothes appropriate for work				
	21. Wears clothes appropriate for social functions (church, movies, dances)				
	22. Wears clothes appropriate for season				
	23. Wears belt when needed				
	24. Buttons/tucks in shirt				
	25. Wears shoes that are tied*/buckled				
	26. Wears clothes that fit and are in good repair				

NAME _____

SIOUX VOCATIONAL SCHOOL
INDEPENDENT LIVING EVALUATION/TRAINING PROGRAM

DATE	HOUSEKEEPING	I	M	S	UNABLE TO DO
	1. Makes bed*				
	2. Dusts furniture*				
	3. Vacuums floor*				
	4. Cleans mirrors*/windows				
	5. Dry mops*/sweeps floor				
	6. Wet mops floor*				
	7. Cleans bathroom*				
	8. Washes dishes* a. Uses sink b. Uses dishwasher				
	9. Dries dishes				
	10. Stores dishes/pans/utensils in proper place				
	11. Cleans counter/table				
	12. Disposes of garbage in garbage disposal or garbage container				
	13. Cleans oven* and top of stove*				
	14. Defrosts/cleans refrigerator*				
	15. Keeps drainer in sink/garbage disposal				
	16. Sets table*				

DATE	LAUNDRY/CLOTHING CARE	I	M	S	UNABLE TO DO
	1. Puts dirty clothes in laundry bag or basket daily				
	2. Sorts clothes (light/white, dark/colored)				
	3. Uses regular washer*				
	4. Uses coin operated washer* and soap dispenser*				
	5. Uses regular dryer				
	6. Uses coin operated dryer*				
	7. Washes clothes by hand when needed				
	8. Folds/hangs clothes*				
	9. Maintains orderly shelves, clothes rod, floor in closet				
	10. Maintains orderly drawers				
	11. Mends clothes (buttons, hems, seams)				
	12. Packs suitcase*				
	13. Uses dry cleaners when needed				

NAME _____

SIOUX VOCATIONAL SCHOOL
INDEPENDENT LIVING EVALUATION/TRAINING PROGRAM

DATE	FUNCTIONAL ACADEMICS TIME	I	M	S	UNABLE TO DO
	1. Distinguishes units of time:** day/night morning/evening/afternoon				
	2. Distinguishes a.m./p.m.**				
	3. Identifies important times of work/ living day:** names/identifies activity names/identifies time				
	4. Distinguishes workdays/non-workdays				
	5. Tells time by hour and ½ hour**				
	6. Sets/uses alarm clock**				
	7. Arrives on time: meals, work, appointments				
	8. Identifies date: day, month, year**				
	9. Identifies number of days in week				
	10. Uses calendar**				
	11. Estimates amount of time to do task: cleaning shopping cooking leisure activity shower/bath walk to mall				

DATE	NUMBERS	I	M	S	UNABLE
	1. Recognizes numerals:** 0 to 12 above 12				
	2. Copies numerals:** 0 to 12 above 12				
	3. Counts objects:** 0 to 12 above 12				
	4. Uses calculator to add, subtract, multiply, divide**				
	5. Uses measuring cups and spoons				
	6. Uses a ruler and tape measure** and*				

NAME _____

SIOUX VOCATIONAL SCHOOL
INDEPENDENT LIVING EVALUATION/TRAINING PROGRAM

DATE	FUNCTIONAL ACADEMICS (CONTINUED) WRITING	I	M	S	UNABLE TO DO
	1. Writes/copies full name in manuscript or cursive**				
	2. Writes/copies: a. Address**				
	b. Social Security number**				
	c. Telephone number**				
	d. Date of birth**				
	3. Writes/copies sentences/letters**				
	4. Addresses envelope**				
	5. Mails letter				
	6. Fills out job application**				

DATE	MONEY	I	M	S	UNABLE
	1. Gives correct coin amounts for: five cents				
	ten cents				
	fifteen cents				
	twenty five cents				
	fifty cents				
	2. Uses coins/coin combinations for: a. food at break time*				
	b. pop machine*				
	c. cigarette machine*				
	d. clothes washer +				
	e. clothes dryer +				
	f. soap dispenser +				
	g. pay telephone				
	h. pay toilet				
	i. sanitary napkin machine				
	j. bill changer machine				
	3. Identifies/gives correct bill(s) for: one dollar				
	five dollars				
	ten dollars				
	4. Uses concept of more than/less than**				

+: Task analyses given on pages 45 and 47.

NAME _____

SIOUX VOCATIONAL SCHOOL
INDEPENDENT LIVING EVALUATION/TRAINING PROGRAM

DATE	FUNCTIONAL ACADEMICS MONEY (CONTINUED)	I	M	S	UNABLE TO DO
	5. Estimates cost of purchase**				
	6. Uses checkbook*				
	7. Carries own money/Performs cash transaction/Waits for change if necessary**				
	8. Writes/follows weekly budget*				
	9. Writes/follows monthly budget*				
	10. Pays bills when due*				
	11. Deals effectively with impulse to buy				

DATE	READING	I	M	S	UNABLE
	1. Reads own name**				
	2. Reads important signs/functional words**				
	3. Reads food words for menu/grocery list and on packages and cans**				
	4. Reads letters**				
	5. Reads books				
	6. Reads newspaper:				
	a. locates want ads				
	b. uses want ads to find apartment				
	c. uses want ads to find job				

DATE	SHOPPING	I	M	S	UNABLE
	1. Groceries: a. writes menu*				
	b. writes grocery list*				
	c. buys groceries*				
	2. Buys clothes, shoes/boots				
	3. Buys personal items*				

NAME _____

SIOUX VOCATIONAL SCHOOL
INDEPENDENT LIVING EVALUATION/TRAINING PROGRAM

DATE	PERSONAL/SOCIAL SKILLS COMMUNICATION/PERSONAL ADJUSTMENT/SOCIAL ADJUSTMENT/LEISURE TIME	I	M	S	UNABLE TO DO
	1. Carries identification (I.D.)				
	2. Responds when spoken to				
	3. Communicates basic needs: verbally, nonverbally				
	4. Communicates full name: verbally, using I.D., written				
	5. Communicates address, phone number: verbally, using I.D., written				
	6. Communicates place of work: verbally, using I.D., written				
	7. Uses others' names when interacting				
	8. Uses please, thank you, etc.				
	9. Expresses anger in acceptable manner				
	10. Expresses fear in acceptable manner				
	11. Expresses affection in acceptable manner: same sex, opposite sex				
	12. Expresses dislike in acceptable manner				
	13. Apologizes				
	14. Initiates interactions with: a. staff b. peers c. visitors d. sales persons/waitresses				
	15. Converses with: a. staff b. peers c. visitors				
	16. Refrains from talking to strangers unless necessary				
	17. Uses telephone*				
	18. Answers door in acceptable manner*				
	19. Practices acceptable manners in/at: a. restaurant b. theater/spectator event c. party/dance d. church e. doctor f. dentist				

NAME _____

SIOUX VOCATIONAL SCHOOL
INDEPENDENT LIVING EVALUATION/TRAINING PROGRAM

DATE	PERSONAL/SOCIAL (CONTINUED)	I	M	S	UNABLE TO DO
	20. Practices acceptable manners as:				
	a. customer				
	b. guest				
	c. host				
	21. Refuses rides from strangers				
	22. Demonstrates a complying attitude:				
	a. follows directions from staff				
	b. follows activity schedule				
	c. performs duties				
	d. works on training objectives				
	23. Demonstrates trustworthiness:				
	a. conduct can be trusted in un-supervised situations				
	b. tells the truth				
	c. takes responsibility for personal actions and decisions				
	c. asks permission to use other's possessions/things				
	24. Accepts/adjusts to situations that are contrary to own will or desire				
	25. Abides by group decisions				
	26. Accepts/adjusts to staff changes				
	27. Accepts/adjusts to novel situations: visitors, schedule change				
	28. Uses acceptable table manners*				
	29. Engages in a passive activity: TV, radio, stereo, movie				
	30. Engages in solitary game				
	31. Engages in games with others				
	32. Engages in hobby/craft activity				
	33. Engages in active socializations with friends, family, groups, parties, members of opposite sex, social clubs				
	34. Votes				

NAME _____

SIOUX VOCATIONAL SCHOOL
INDEPENDENT LIVING EVALUATION/TRAINING PROGRAM

DATE	FOOD PREPARATION/COOKING	I	M	S	UNABLE TO DO
	1. Identifies kitchen utensils/cookware: table knife, spoon, fork, can opener, turner/spatula, sharp knife, measuring cup/spoons, scrapper, soup ladle, pot holder/mit, hot pad, napkin, cheese slicer, fry pan, saucepan, broiler pan, cake pan, pizza pan, cookie sheet, toaster				
	2. Identifies dishes: plate, cup, cereal bowl, soup bowl, mixing bowl, glass, cup, saucer, salt/pepper shaker, sugar bowl, platter				
	3. Identifies appliances, etc. stove, oven, refrigerator, dishwasher, cupboard, table, chair, sink, freezer				
	4. Sets table				
	5. Identifies meats				
	6. Identifies canned goods				
	7. Identifies fresh vegetables/fruits				
	8. Identifies beverages				
	9. Identifies frozen foods				
	10. Operates stove*				
	11. Makes cold breakfast: cereal, toast, drink				
	12. Makes cold lunch: sandwich, drink, cold vegetable/fruit				
	13. Heats canned food: soup, lasagna, chili, spaghetti				
	14. Makes TV dinners, pot pies, frozen pizza				
	15. Washes/peels vegetables and fruits				
	16. Makes/pours beverages: cold hot				
	17. Prepares boxed items: pudding, jello, macaroni and cheese, hamburger helper, frozen vegetables				
	18. Prepares eggs: scrambled, boiled, fried, omelets, egg salad				
	19. Prepares fresh vegetables (cooked)				
	20. Prepares meats in equal portions: broil, bake, fry, boil				

NAME _____

SIOUX VOCATIONAL SCHOOL
INDEPENDENT LIVING EVALUATION/TRAINING PROGRAM

DATE	FOOD PREPARATION/COOKING (CONTINUED)	I	M	S	UNABLE TO DO
	21. Stores food appropriately in: freezer, refrigerator, cupboard				
	22. Covers/dates leftovers				
	23. Dishes/takes equal portions of food				
	24. Uses hot pad or other object to protect counter top, table, etc.				
	25. Uses pot holder/mit				
	26. Reads/follows recipe				
	27. Prepares balanced meal:* follows menu (written or on chart)				
	without menu				

DATE	MOBILITY	I	M	S	UNABLE TO DO
	1. Walks				
	2. Rides bicycle*				
	3. Rides city bus*				
	4. Uses taxi*				
	5. Rides bus to another city*				
	6. Gets to nearest: a. grocery store				
	b. laundromat				
	c. bus stop				
	d. shopping mall				
	e. church				
	f. doctor/dentist office				
	g. parental home				
	h. friend's home				
	7. Identifies/reads street signs*				
	8. Identifies/reads house numbers*				
	9. Identifies appropriate places to go if lost: gas station, business place, home of another				

NAME _____

SIOUX VOCATIONAL SCHOOL
INDEPENDENT LIVING EVALUATION/TRAINING PROGRAM

DATE	HEALTH/SAFETY	I	M	S	UNABLE TO DO
	1. Treats simple health problems:**				
	a. cuts/scrapes				
	b. slivers				
	c. upset stomach				
	d. cold				
	e. athlete's foot				
	2. Contacts another for health problems more difficult to handle:**				
	a. fever				
	b. diarrhea				
	c. burn				
	d. fainting spell				
	e. seizure				
	f. eye problems				
	g. poisoning/overdose				
	h. animal bite				
	3. Has yearly physical				
	4. Has yearly dental check				
	5. Takes aspirin if needed				
	6. Takes medication				
	7. Refills prescription				
	8. Reports/handles seizures				
	9. Uses telephone to call in sick				
	10. Buys simple health supplies				
	11. Makes appointments: doctor				
	dentist				
	eye doctor				
	12. Recognizes importance of not combining alcohol and medication				
	13. Has basic understanding of human sexuality/sex education				
	14. Follows fire drill instructions				
	15. Follows other disaster instructions				

Page _____

EVALUATION/TRAINING COMMENTS NAME _____

DATE

CLIENT _____

DATE _____

EVALUATOR _____

APARTMENT LIVING CRITERIA

	YES	NO
1. Personal Hygiene		
Is acceptable to general public.	___	___
2. Health		
Treats simple health problems.	___	___
Self-administers medication.	___	___
Knows whom to contact when medical/dental assistance is required.	___	___
3. Housekeeping		
Maintains apartment in state acceptable to landlord.	___	___
4. Finances		
Manages income.	___	___
Performs cash transactions.	___	___
Performs banking skills to include balancing checkbook.	___	___
Pays bills when due.	___	___
Deals effectively with door-to-door salesmen, etc.	___	___
5. Meals		
Prepares well balanced meal at least once per day.	___	___
Practices kitchen safety & sanitation.	___	___
Purchases appropriate groceries as needed.	___	___
6. Laundry/Clothing Care		
Purchases appropriate clothing when needed.	___	___
Dresses appropriately for situation, weather, etc.	___	___
Performs laundry skills.	___	___
7. Time		
Meets appointments promptly.	___	___
Prioritizes time (work, living, social).	___	___

	YES	NO
8. Social		
Uses phone appropriately to include emergency situations.	____	____
Locates generic services, resources.	____	____
Identifies needs, wants to salesclerks.	____	____
Can utilize leisure time constructively.	____	____
Exhibits acceptable behavior in public.	____	____
Manages interpersonal relations.	____	____
Manages sexual behavior.	____	____
9. Mobility		
Uses public transportation adequately.	____	____
Practices bicycle safety if applicable.	____	____

Comments:

"YES" is to be checked only if the client can perform the skill with total independence.

TASK ANALYSIS - 1
PERSONAL HYGIENE/GROOMING - Item #5 - Washes Face

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Puts the plug in the washbasin		
2. Fills the washbasin with warm water. Turns on the cold water faucet first, then hot water faucet, then adjusts to warm.		
3. Wets face and washcloth		
4. Rubs soap on washcloth and returns soap to soap dish or container		
5. Places washcloth in one hand and washes face including all areas		
6. Rinses washcloth free of soap		
7. Rinses face with washcloth		
8. Rinses washcloth and wrings out washcloth		
9. Pulls plug to drain sink		
10. Dries face with towel		
11. Hangs towel and washcloth on towel rack		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 1 (Continued)
PERSONAL HYGIENE/GROOMING - Item #6 - Washes Hands

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Closes the drain of the washbasin		
2. Turns on water, cold water first, then hot, adjusts to get warm water		
3. Fills the washbasin half full of warm water		
4. Turns off faucets, hot first		
5. Wets both hands, picks up the soap and rubs soap back and forth between hands until lathered		
6. Returns soap to soap dish		
7. Rubs hands together		
8. Rinses hands in water removing soap		
9. Opens the drain stopper		
10. Rinses sink with water		
11. Dries hands with towel		
12. Hangs towel on towel rack		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 1 (Continued)
PERSONAL HYGIENE/GROOMING - Item #7a - Showers/Baths - Washes Hair

I=Independent - No reminders or assistance
M=Monitored - Reminders or checking needed

TASK STEPS	I	M
1. Locates and takes necessary items to sink or shower		
2. Rolls up sleeves, etc. or prepares for shower		
3. Pours shampoo into cap		
4. Selects water temperature		
5. Wets hair thoroughly		
6. Applies shampoo to hair		
7. Massages scalp to lather shampoo		
8. Rinses hair thoroughly		
9. Repeats steps 3, 6, 7, and 8 if necessary		
10. Turns water off or finishes shower		
11. Towel dries hair or wraps head with towel		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 1 (Continued)
PERSONAL HYGIENE/GROOMING - Item #7b - Washes Body

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Puts soap and washcloth inside shower and towel within easy reach		
2. Gets into shower closing shower door or curtain		
3. Turns on water, cold first - then hot, adjusts to get warm water		
4. Wets entire body		
5. Wets washcloth and rubs soap onto the washcloth - rinses cloth and repeats this as necessary while washing body		
6. Uses washcloth on face		
7. Uses washcloth on ears		
8. Uses washcloth on neck		
9. Uses washcloth on shoulders		
10. Uses washcloth on arms		
11. Uses washcloth on underarms		
12. Uses washcloth on chest		
13. Uses washcloth on stomach		
14. Uses washcloth on upper back		
15. Uses washcloth on lower back		
16. Uses washcloth on pubic area		
17. Uses washcloth on buttocks		
18. Uses washcloth on legs		
19. Uses washcloth on toes		
20. Rinses soap out of washcloth and rinses soap from entire body		
21. Turns off hot/cold faucets if showering, or drains tub & rinses it		

PERSONAL HYGIENE/GROOMING - Item #7b - Washes Body (Continued)

TASK STEPS	I	M
22. Dries entire body thoroughly with towel		
23. Hangs up towel & washcloth		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 1 (Continued)
PERSONAL HYGIENE/GROOMING - Item #10 - Combs/Brushes Hair

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Locates and picks up comb/brush		
2. Looks in mirror and parts hair, if necessary		
3. Combs/brushes left side of hair		
4. Combs/brushes back of hair		
5. Combs/brushes right side of hair		
6. Combs/brushes front/bangs of hair		
7. Puts away comb/brush		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 1 (Continued)
PERSONAL HYGIENE/GROOMING - Item #11 - Brushes Teeth

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Locates and takes toothbrush, toothpaste to sink		
2. Fills glass with water		
3. Picks up and wets toothbrush		
4. Removes toothpaste cap and applies toothpaste to toothbrush		
5. Replaces cap on toothpaste		
6. Brushes outside surfaces of teeth		
7. Brushes biting surfaces of teeth		
8. Brushes inside surfaces of teeth		
9. Expels toothpaste from mouth (spit)		
10. Rinses mouth (with water in glass)		
11. Rinses toothbrush		
12. Dries mouth		
13. Rinses sink		
14. Puts away toothbrush, toothpaste		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s)_____

TASK ANALYSIS - 1 (Continued)
PERSONAL HYGIENE/GROOMING - Item #13 - Shaves (electric razor)

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Identifies and picks up razor and unwinds cord		
2. Identifies plug and plugs in razor		
3. Turns on razor		
4. Looks in mirror and shaves with an up-and-down motion on right sideburn and cheek		
5. Looks in mirror and shaves with an up-and-down motion on the left sideburn and cheek		
6. Looks in mirror and shaves upper lip and chin		
7. Looks in mirror and shaves the left and right side of jawbone		
8. Looks in mirror and shaves neck		
9. Looks in mirror and feels face for remaining whiskers		
10. Shaves off any remaining whiskers		
11. Turns off and unplugs razor		
12. Wraps up cord and returns razor to appropriate place		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 1 (Continued)
PERSONAL HYGIENE/GROOMING - Item #14 - Clips Nails

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Locates and picks up clipper		
2. Moves clipper arm to open it		
3. Grasps clipper and opens it		
4. Puts left side of nail between clipper edges and clips		
5. Puts middle of nail between clipped edges and clips		
6. Puts right side of nail between clipper edges and clips		
7. Repeats Steps 4-6 with all finger/thumb/ toe nails		
8. Discards clipped nails in appropriate place		
9. Closes clipper arm and returns clipper to appropriate place		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 1 (Continued)
PERSONAL HYGIENE/GROOMING - Item #25 - Ties Shoes

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Pulls tongue of shoe up with both hands		
2. Grasps one lace in each hand and pulls laces tight		
3. Makes half-knot by crossing laces and looping one around and under the other		
4. Pulls both laces tight into a half-knot		
5. Takes right lace and makes loop leaving an inch of shoestring		
6. Takes left lace and winds around doubled right lace, making loop around right thumb		
7. Pushes left lace doubled through loop with left index finger		
8. Grasps doubled lace just pushed through with right thumb and index finger		
9. Grasps other loop with left thumb and index finger and pulls both loops tight at the same time		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 2
HOUSEKEEPING - Item #1 - Makes Bed

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Gets a clean fitted bottom sheet, a top sheet and pillowcase		
2. Takes bottom fitted sheet from chair and unfolds sheet on bed		
3. Grasps bottom of sheet with both hands and pulls bottom of sheet to bottom of mattress		
4. Fits both corners of sheet over bottom of mattress		
5. Pulls top of sheet to top of mattress and fits both corners of sheet over top of mattress		
6. Smooths out any wrinkles in sheet		
7. Takes top sheet, unfolds on bed, and spreads out on bed		
8. Grasps bottom of sheet (narrow hem) and pulls to bottom of mattress		
9. Centers, straightens and smooths out sheet		
10. Grasps top of sheet (wide hem) and pulls to top of bed		
11. Centers, straightens and smooths out sheet		
12. Takes blanket, unfolds and places on bed		
13. Grasps bottom of blanket with both hands and pulls to bottom of bed		
14. Grasps top of blanket with both hands, and pulls to top of bed		
15. Centers and straightens blanket over top sheet and smooths out all wrinkles		
16. Tucks both top sheet and blankets under mattress at bottom of bed		
17. Takes bedspread and lays bedspread on bed and unfolds		
18. Pulls bottom of spread to bottom of bed so that spread hangs over edge of bed		
19. Centers and smooths out spread		

HOUSEKEEPING - Item #1 - Makes Bed (Continued)

TASK STEPS	I	M
20. Pulls top of spread to top of bed and smooths out wrinkles		
21. Folds top of spread back		
22. Takes pillow and lays it on bed lengthwise in front of you		
23. Holds one edge of open end of pillowcase in each hand		
24. Pulls pillowcase over bottom of pillow about four inches		
25. Pulls pillow up against your chest, steadying it with your chin and shakes pillow down into pillowcase		
26. Lays pillow at top of bed in middle and folds spread up over pillow		
27. Tucks spread under pillow using both hands and smooths out any wrinkles remaining in bed		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 2 (Continued)
HOUSEKEEPING - Item #2 - Dusting

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Identifies and locates dust cloth and Pledge		
2. Sprays small amount of Pledge on dust cloth		
3. Using dust cloth, dusts top of piece of furniture		
4. Dusts from right and left side		
5. Dusts front		
6. Dusts legs		
7. Repeats steps 3-7 with all other pieces of furniture		
8. Returns dust cloth and Pledge to appropriate place		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 2 (Continued)
HOUSEKEEPING - Item #3 - Vacuums Floor

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Identifies and locates vacuum cleaner		
2. Checks dust bag and changes if bag is full		
3. Unwinds cord and plugs in cord		
4. Identifies and locates switch and turns on vacuum cleaner		
5. Vacuums surfaces within reach of cord, moving furniture when necessary		
6. Returns furniture to proper place		
7. Changes plug-in if necessary to vacuum entire surface area of room and repeats steps 5-7		
8. Returns vacuum to appropriate place		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 2 (Continued)
HOUSEKEEPING - Item #4 - Cleans Mirrors

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Identifies & locates Windex and proper rag		
2. Applies proper amount of Windex to mirror		
3. Wipes Windex off all mirror surfaces		
4. Checks for streaks and re-wipes if necessary to remove streaks		
5. Returns Windex and rag to appropriate place		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 2 (Continued)
HOUSEKEEPING - Item #5 - Dry Mops Floor

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Gets dust mop, Pledge, broom, dustpan		
2. Sprays mop head with Pledge		
3. Takes all small movable objects off floor (e.g., chairs, garbage cans, rugs)		
4. Starting in a corner of room, moves the dust mop across the floor in a sweeping motion		
5. Moves all dirt into one pile		
6. Uses broom to push dirt into dustpan and to put dirt in garbage		
7. Takes dust mop outside and shakes it		
8. Puts dust mop, Pledge, broom, dustpan away		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 2 (Continued)
HOUSEKEEPING - Item #6 - Wet Mops Floor

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Takes all movable items out of room (e.g., waste-baskets, chairs, rugs)		
2. Locks door to outside		
3. Gets broom & dustpan and sweeps the floor		
4. Puts dirt in dustpan and throws dirt in garbage		
5. Weekly moves stove, refrigerator, dishwasher and sweeps under them		
6. Gets mop, bucket, Top Job, scratcher (Chore Girl). Puts one capful of Top Job into bucket		
7. Fills bucket half full of warm water		
8. Goes to room needing mopping, puts wet mop into water and squeezes mop out twice		
9. Weekly mops floor, mops under stove, refrigerator & dishwasher		
10. If spots remain, rub with green part of mop head or rub with Chore Girl		
11. Rinses out mop when sponge head has dirt on it		
12. Waits to walk on floor until it is dry (touch it to see)		
13. Puts back stove, refrigerator & dishwasher and mops where they were		
14. Puts back rug, chairs, wastebasket and unlocks door		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 2 (Continued)
HOUSEKEEPING - Item #7 - Cleans Bathroom

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
Usage:		
1. Cleans sink and tub after use (wipes out for next person)		
2. Replaces empty toilet paper roll		
3. Removes personal belongings after using bathroom		
4. Cleans toilet rim with paper towel and Lysol		
5. Cleans toilet bowl with brush		
6. Mops floor, if wet		
Cleaning:		
1. Washes and rinses sink with scouring powder		
2. Washes and rinses bathtub with scouring powder		
3. Wipes shower area including shower curtain with Lysol		
4. Uses Sani-Flush and brushes on inside of toilet		
5. Wipes toilet base, rim and entire toilet using Lysol		
6. Wipes wall areas or tile with sponge (using warm water and Top Job)		
7. Uses glass cleaner on mirrors and windows		
8. Sweeps entire bathroom area		
9. Mops both floors and baseboards using hot water and Top Job mixture		
10. Empties wastebasket and cleans wastebasket		
11. Replaces empty toilet paper roll		
12. Puts equipment away and organizes cabinet		
13. Replaces throw rugs, washes rug if needed		
14. Turns out lights		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 2 (Continued)
HOUSEKEEPING - Item #8a & 8b - Washes Dishes

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Wash hands		
2. Removes dishes from table and wipes with a damp cloth		
3. Covers and dates leftovers and stores in proper place		
4. Clears sink area		
5. Scrapes dirty dishes and rinses with warm water		
6. Stacks dishes		
7. Fills sink with warm water and adds dish soap in water		
8. Washes dishes in order: silverware and glasses; cups and bowls; plates; pots and pans		
9. Rinses dishes in hot water		
10. Loads dishwasher correctly; uses correct amounts and type of soap in dishwasher; chooses correct cycle		
11. Washes table and chairs		
12. Wipes off counter tops		
13. Wipes off refrigerator		
14. Wipes off stove and inside of oven, if dirty		
15. Wipes off cabinets		
16. Wipes and cleans wall areas		
17. Drains and rinses sink		
18. Unloads dishwasher when dry or dries dishes with towel		
19. Puts dishes away in proper place		
20. Puts silverware away in proper place		

HOUSEKEEPING - Item #8a & 8b - Washes Dishes (Continued)

TASK STEPS	I	M
21. Puts pots and pans away in proper place		
22. Takes out garbage		
23. Replaces garbage liner		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 2 (Continued)
HOUSEKEEPING - Item #13 - Cleans Oven and Stove Top

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Opens oven door and takes out oven racks		
2. Gets oven cleaner		
3. Shakes can and sprays oven surfaces (sides, back, bottom, and inside of door) keeping can tilted up until surfaces are white		
4. Wipes off heating element if spray gets on these		
5. Closes oven door and sets oven for 475 degrees		
6. Sets timer for 30 minutes. Takes timer with you if you leave the kitchen		
7. When timer rings, turns off oven and opens oven door for 30 minutes		
8. After ½ hour, gets, wets and wrings out Handiwipe		
9. Wipes off the oven door, sides of oven, top and bottom of oven, rinsing Handiwipe whenever necessary, until oven is clean		
10. Puts racks into oven and closes oven door		
11. Opens drawer under oven and removes all pans from drawer. Washes sides, bottom, edges with clean cloth and soapy water		
12. Puts all pans into drawer, putting smaller pans inside bigger pans so drawer can be easily closed		
13. Closes drawer		
CLEAN TOP OF STOVE		
1. Pulls up burners and takes out rings around burners		
2. Takes out the trays, if possible, from under burners		
3. Puts warm water and soap in sink and washes oven racks, rings, trays with SOS pad and cloth		
4. Dries rings, racks and trays		

HOUSEKEEPING - Item #13 - Cleans Oven and Stove Top (Continued)

TASK STEPS	I	M
5. Cleans area around each burner		
6. Puts rings back around burners and puts trays back under burners		
7. Pulls burner down		
8. Wipes off stove top, sides, outside of oven door		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 2 (Continued)
HOUSEKEEPING - Item #14 - Defrosts Refrigerator

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Turns off and unplugs refrigerator, noting setting it's on		
2. Takes all food out of freezer		
3. Takes all the food out of refrigerator and puts mayonnaise, salad dressings in another refrigerator		
4. Leaves doors open for 1 to 2 hours or until all frost is gone		
5. Wets a cloth in water with 1 T. baking soda in it		
6. Squeezes out extra water and wipes all surfaces, drawers, shelves until clean		
7. Gets all melted ice out of freezer		
8. Plugs in refrigerator and turns it on to same setting as before		
9. Puts all food back in refrigerator and freezer, bottles in doors, butter in compartment, cheese in compartment, eggs in compartment, fruits and vegetables in drawers, frozen food in freezer		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 2 (Continued)
HOUSEKEEPING - Item #16 - Sets Table

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Estimates or counts number of persons who will be eating		
2. Identifies and locates plates and sets correct number on table in intervals		
3. Identifies and locates glasses and sets one glass to the upper right of each plate on table		
4. Identifies and locates napkins and puts one napkin, folded in half, to the left of each plate		
5. Identifies and locates forks and puts one fork on each napkin		
6. Identifies and locates knives and spoons and puts one knife to the right of each plate, blade turning towards plate, and sets one spoon to the right of each knife		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 3
LAUNDRY/CLOTHING CARE - Item #3 - Uses Regular Washer

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Identifies and collects dirty clothes and takes to wash-room		
2. Sorts clothes into appropriate piles (light/white) (colored/dark)		
3. Puts clothes in washer one at a time, until washer is approximately half to three-fourths full		
4. Identifies and locates laundry soap		
5. Measures appropriate amount of laundry soap and adds to machine		
6. Turns water temperature dial to appropriate wash and rinse temperature		
7. Turns wash cycle dial to appropriate wash cycle		
8. Starts washer		
9. Shuts lid		
10. When washer stops completely, lifts lid		
11. Removes clothes one at a time and places in basket		
12. Checks washer for excess clothes and debris and removes		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 3 (Continued)
LAUNDRY/CLOTHING CARE - Item #4 - Uses Coin Operated Washer and Soap Dispenser

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Inserts the right size American coin in the slots in the washing machine		
2. Pushes handle with coins in slowly		
3. Pulls handle out gently if it doesn't come out by itself		
4. If tickets are needed: finds ticket machine, inserts right sized coins in handle, pushes handle in slowly, catches ticket, inserts ticket in machine		
Soap Dispenser: 1. Identifies 15¢ in American coins		
2. Identifies 20¢ in American coins		
3. Inserts coins one at a time		
4. Puts lever under desired brand		
5. Turns handle on side of machine		
6. Takes out soap		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 3 (Continued)
LAUNDRY/CLOTHING CARE - Item #5 - Uses Regular Dryer

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Places wet clothes in dryer one piece at a time		
2. Identifies and locates temperature dial and sets temperature dial on appropriate setting		
3. Checks lint filter, cleans if necessary and replaces in dryer		
4. Turns on dryer		
5. When dryer stops, opens door and immediately removes clothes one at a time		
6. Closes door and cleans lint filter		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 3 (Continued)
LAUNDRY/CLOTHING CARE - Item #6 - Use Coin Operated Dryer

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Identifies 25¢ in American coins		
2. Identifies 10¢ in American coins		
3. Inserts clothes		
4. Sets temperature		
5. Puts coin in slot		
6. Pushes button to start machine		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 3 (Continued)
LAUNDRY/CLOTHING CARE - Item #8 - Folds/Hangs Clothes

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Removes clothes when dry from dryer and puts in laundry basket		
2. Takes clothes to room and separates pants from other clothes		
3. Folds pants in half with creases matched and folds neatly over hanger		
4. Puts shirt/blouse that is worn with pants on same hanger with shoulders hung evenly on hanger and top button buttoned		
5. Folds sheets and pillowcases by doubling them until the sheets and pillowcases are small enough to put away		
6. Folds towels and washcloths by folding them in half until they are small enough to put away		
7. Folds briefs/panties in half and stacks on top of each other and puts stack in drawer when finished		
8. Folds T-shirts in half by length and width; stacks them on top of each other; and puts stack in drawer when finished		
9. Folds bras in half and places in stack and puts in drawer when finished		
10. Puts socks in pairs by color and design; folds socks in half and places in drawer neatly		
11. Puts laundry basket in closet and straightens out room		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 3 (Continued)
LAUNDRY/CLOTHING CARE - Item #12 - Packs Suitcase

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Identifies number of days will be gone		
2. Identifies and locates appropriate number and types of outfits		
3. Folds and places correct outfits on bed		
4. Identifies and locates appropriate number and types of underwear for outfits (i.e., bras, pants, socks, nylons)		
5. Folds and places underwear on bed		
6. Identifies and locates proper shoes for outfits, places sets on bed		
7. Identifies and locates necessary personal hygiene articles		
8. Places personal items in plastic bag and places on bed		
9. Identifies and locates appropriate size and number of suitcases necessary		
10. Sets all items on bed in suitcase		
11. Closes zipper or latches on suitcase		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

PRETEST - 4
FUNCTIONAL ACADEMICS: TIME - Item #1 - Day/Night

Ask the client the following questions orally or have him/her read and answer each.

1. Do you go to work during the day or at night now?

2. Do you sleep during the day or at night?

3. When do you eat breakfast? morning, afternoon, evening

4. When do you come home from work? morning, afternoon, evening

5. Which comes after 12 o'clock noon? morning, afternoon, evening

6. When do you go to bed? morning, afternoon, evening

TIME - Item #2 - A.M./P.M.

Direct the client to read and underline or circle the correct answer as to WHICH TIME IS LATER or direct the client to point to the correct answer as you read each problem.

1. 2:00 P.M. or 9:00 A.M.
2. 7:30 A.M. or 7:30 P.M.
3. 3:00 P.M. or 10:00 A.M.
4. 6:30 A.M. or 4:00 P.M.
5. 8:00 A.M. or 8:00 P.M.

Ask these questions:

1. What does A.M. mean, morning or afternoon/evening?
2. What does P.M. mean, morning or afternoon/evening?

Direct the client to match the times to the things he/she does. Read the directions for the client or have him/her read and answer.

1. 2:00 A.M.	Work break
2:00 P.M.	Sleep

TIME - Item #2 - A.M./P.M. (Continued)

2.	10:00 a.m.	Work break
	10:00 p.m.	Get ready for bed
3.	8:00 A.M.	Begin work at SVS
	8:00 P.M.	Watch TV/Leisure Activity

Client _____ Date _____

PRETEST - 4 (Continued)
FUNCTIONAL ACADEMICS: TIME - Item #3 - Important Times of Day

Ask the client the following questions orally and have him answer orally and/or using flash cards with times and activities written or pictured on them.

1. At what time do you go to work?

2. At what time do you leave work to come home?

3. At what time do you have lunch/dinner at work?

4. At what time do you usually have supper?

5. At what time do you usually go to bed on a weekday?

TIME - Items #5 - Tells Time by Hour and ½ Hour
#6 - Sets/Uses Alarm Clock

Give the client a real alarm clock and verbally direct him/her to:

1. Set the clock for these times: 7:00, 12:30, 1:00, 5:30, 10:00, 6:00, 7:30, 4:30, 12:00

2. Set the alarm clock to go off at: 8:00, 10:30, 3:00, 6:30, 9:00, 2:00, 11:00

Set the times above on the clock and have the client tell each time.

TIME - Item #8 - Identifies Day, Month, Year

Ask the client the following questions. Record responses and mark on checklist.

1. What day is today?
2. What is the date (numeral) today?
3. What month is this?
4. What year is this?
5. Write the date.
6. Locate the date on the calendar.

Client _____ Date _____

PRETEST - 4 (Continued)
FUNCTIONAL ACADEMICS: TIME - Item #10 - Uses Calendar

Direct the client to respond to the following questions verbally and/or in writing. Use the calendar as you do this.

1. What day is today?
2. What day was it yesterday?
3. Tomorrow will be what day?
4. Give today's date including, day, numeral, month, year.
5. When are the following? (Give month and numeral)
   Christmas-
   Thanksgiving-
   Easter-
   Your birthday-
6. Give the days of the week in order.
7. Give the months of the year in order.
8. What are the four seasons?
9. Describe what types of clothing are worn in each season or type of weather.
10. Write these dates using the shortest form you know (abbreviations or numbers for the months and year).
    January 30, 1976
    August 25, 1965
    December 14, 1978
11. Read the following abbreviations for days of the week:

SUN.	TUES.	THURS.	MON.	FRI.	SAT.	WED.
S.	T.	M.	W.	SU.	TH.	F.

12. Fill out the attached calendar for this month, writing in numerals.

Client _____ Date _____

Calendar

Sun. Su.	Mon. M.	Tues. T.	Wed. W.	Thurs. Th.	Fri. F.	Sat. S.

54

59

60

PRETEST - 4 (Continued)
FUNCTIONAL ACADEMICS: NUMBERS - Item #1 - Recognizes Numerals

Present the numerals 1 through 12 using numeral cards OR by having the client read the following in sequence and then as you randomly point to them. Circle those he/she does not recognize.

1 2 3 4 5 6 7 8

9 10 11 12

Direct the client to read the following. Circle those he/she does not recognize.

17 25 46 76 38 69

99 100 51 87

PRETEST
FUNCTIONAL ACADEMICS: NUMBERS - Item #2 - Copies Numerals

Direct the client to copy the following numerals.

1	4	7	11	12	3	8
_____	_____	_____	_____	_____	_____	_____
9	2	5	6	10		
_____	_____	_____	_____	_____		
22	16	94	102	49	38	
_____	_____	_____	_____	_____	_____	

PRETEST
FUNCTIONAL ACADEMICS: NUMBERS - Item #3 - Counts Objects

Present client with objects to be counted for numbers 1 through 12 and for several numbers over 12 if appropriate. Note responses on checklist and make any relevant comments here.

Client _____ Date _____

PRETEST - 4 (Continued)
FUNCTIONAL ACADEMICS: NUMBERS - Item #4 - Uses Calculator

Direct the client to use the calculator to answer the following problems. The client should write in the answers or give them verbally. Check client's answers with those at the bottom of the page.

1. $1.00 + .79 + .24 + .15 = 2.12

2. $2.49 + 6.24

3. $28.10 + 19.00

4. $4.59 - 2.42

5. $10.00 - 5.48

6. $.57 - .28

7. $6.25 x 4

8. $.28 x 3

9. 2) $6.24

10. 3) $10.68

11. $136.80 + 14.29

12. $214.67 - 133.90

ANSWERS: 1. $4.30 2. $8.73 3. $47.10 4. $2.17 5. $4.52 6. $.29
7. $25.00 8. $.84 9. $3.12 10. $3.56 11. $151.09 12. $80.77

Client _____ Date _____

PRETEST (WORKSHEET) - 4 (Continued)
FUNCTIONAL ACADEMICS: NUMBERS - Item #6 - Uses Ruler and Tape Measure

Measure the following lines: Give direction verbally or have client read it.

1. _____ _____inches

2. _____ _____inches

3. _____ _____inches

4. _____ _____inches

5. _____ _____inches

6. _____ _____inches

7. _____ _____inches

8. _____ _____inches

Using a ruler, draw lines showing: Give direction verbally or have client read it.

1. 4 inches

2. 2-1/8 inches

3. 1 inch

4. 5-1/8 inches

Client _____ Date _____

PRETEST (WORKSHEET)
FUNCTIONAL ACADEMICS: NUMBERS - Item #6 (Continued)

Using a cloth tape measure, measure the following: Give direction verbally or have client read it.

1. Measure your bust/chest. _____inches

2. Measure your waist. _____inches

3. Measure your hips (women). _____inches

4. Measure your inseam (men). _____inches

5. Measure your neck size (men). _____inches

6. Measure your sleeve length (men). _____inches

Client _____ Date _____

TASK ANALYSIS - 4
FUNCTIONAL ACADEMICS: NUMBERS - Item #6 - Uses Ruler and Tape Measurer

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Identify ruler		
2. Use ruler to draw straight lines		
3. Identify numbers on ruler		
4. Measures to nearest inch		
5. Measures to nearest ½ inch		
6. Measures to nearest ½ and 3/4 inch		
Uses Tape Measure Same as Ruler #3 - 6		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

PRETEST
FUNCTIONAL ACADEMICS: WRITING - Items #1-4 - Name, Address, and Sentences

Direct the client to do the following or have him/her read it.

1. Write your full name.

_____

2. Copy your full name. (Write person's name on first line.)

_____

_____

3. Write your address. (If copied note that it was copied for #3-7.)

_____

_____

_____

4. Write or copy your Social Security Number.

_____

5. Write or copy your telephone number.

_____

6. Write or copy your date of birth.

_____

7. Write or copy sentences

_____

_____

_____

_____

_____

_____

8. Direct client to address an envelope to parents or a friend.

Client_____ Date_____

PRETEST
FUNCTIONAL ACADEMICS: WRITING - Item #6 - Fills Out Job Application

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____ AGE _____ SEX _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE ZIP

PERMANENT ADDRESS _____
STREET CITY STATE ZIP

PHONE NO. _____ OWN HOME _____ RENT _____ BOARD _____

DATE OF BIRTH _____ HEIGHT _____ WEIGHT _____ COLOR OF HAIR _____ COLOR OF EYES _____

MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____ SEPARATED _____

NUMBER OF CHILDREN _____ DEPENDENTS OTHER THAN WIFE OR CHILDREN _____ CITIZEN OF U.S.A. YES ☐ NO ☐

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT _____ REFERRED BY _____

LAST FIRST MIDDLE

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE _____ WHEN _____

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS, OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? _____ READ _____ WRITE _____

U.S. MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) _____
EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

(CONTINUED ON OTHER SIDE)

EMPLOYMENT (List Below)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO				
FROM TO				
FROM TO				
FROM TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

TASK ANALYSIS - 4 (Continued)
FUNCTIONAL ACADEMICS: MONEY - Item #2a - Break-Uses Coins/Coin Combination

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Identifies 5¢ in American coins		
2. Identifies 10¢ in American coins		
3. Identifies 15¢ in American coins		
4. Identifies 20¢ in American coins		
5. Gives money to proper person, waits for change		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 4 (Continued)
FUNCTIONAL ACADEMICS: MONEY - Item #2b - Pop Machine
#2c - Cigarette Machine

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS - Pop Machine	I	M
1. Identifies 25¢ in American coins		
2. Identifies 30¢ in American coins		
3. Identifies 35¢ in American coins		
4. Puts money in pop machine one coin at a time		
5. Waits for noise from coins to stop before pulling out bottle		
6. Pays 10¢ if removing bottle from building		
Cigarette Machine 1. Identifies 60¢ in American coins		
2. Identifies 65¢ in American coins		
3. Identifies 75¢ in American coins		
4. Puts money in machine one coin at a time		
5. Waits for noise from coins to stop before making selection		
6. Pulls or pushes button for brand desired		
7. Takes cigarette pack out of machine		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

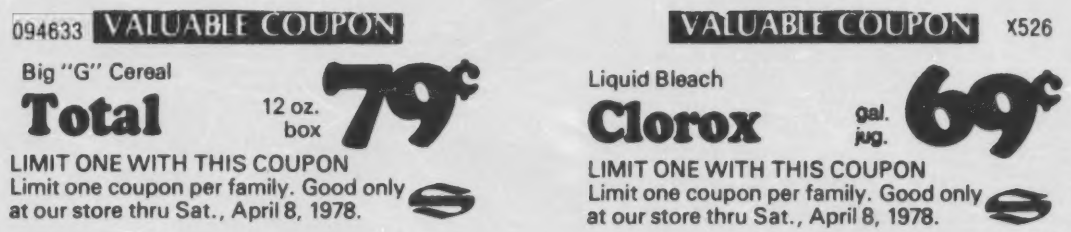
PRETEST (WORKSHEET) - 4 (Continued)
FUNCTIONAL ACADEMICS: MONEY - Item #4 - More or Less Than

Circle or point to the item which is more or less than according to the direction for each problem. Use terms more expensive and cheaper, too.

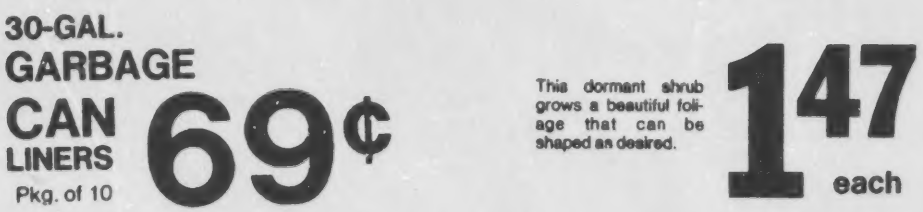
1. Which item costs more? Is more expensive?

2. Which item costs less? Is cheaper?

3. Which item costs less? Is cheaper?


094633 VALUABLE COUPON
Big "G" Cereal
Total
12 oz. box
79¢
LIMIT ONE WITH THIS COUPON
Limit one coupon per family. Good only at our store thru Sat., April 8, 1978.
VALUABLE COUPON
X526
Liquid Bleach
Clorox
gal. jug.
69¢
LIMIT ONE WITH THIS COUPON
Limit one coupon per family. Good only at our store thru Sat., April 8, 1978.

4. Which item costs more? Is more expensive?



PRETEST
FUNCTIONAL ACADEMICS: MONEY - Item #4 (Continued)

Using real coins laid out as indicated, direct the client to point to or to give you the coin that is more or less than according to the direction given.

1. Which coin is more than five cents? Use a penny and a dime.

2. Which coin is less than twenty-five cents? Use a nickel and half-dollar.

3. Which coins are less than ten cents? Use a penny, nickel and a quarter.

4. Which coins are more than ten cents? Use a penny, nickel, quarter and half-dollar.

COMMENTS:

Client _____ Date _____

PRETEST - 4 (Continued)
FUNCTIONAL ACADEMICS: MONEY - Item #5 - Estimates Cost of Purchase

Direct the client to estimate the prices, either verbally or in writing, of the following to the nearest ten cents.

1.

VALUABLE COUPON 15X525

Steak Sauce
Heinz 57 10 oz. btl. **89¢**

LIMIT ONE WITH THIS COUPON
Limit one coupon per family. Good only at our store thru Sat., April 8, 1978.

_____

2.

VALUABLE COUPON X520

FLAV-O-RITE Raisin
Bread 1 lb. loaf **49¢**

LIMIT ONE WITH THIS COUPON
Limit one coupon per family. Good only at our store thru Sat., April 8, 1978.

_____

3.

HEINZ
KETCHUP
14 oz. btl. **39¢**

_____

4.

VALUABLE COUPON X516

HORMEL Little
Sizzlers 12 oz. pkg. **69¢**

LIMIT ONE WITH THIS COUPON
Limit one coupon per family. Good only at our store thru Sat., April 8, 1978.

_____

5.

VALUABLE COUPON X518

HILLS BROS. 3 Grinds
Coffee 2 lb. can **$5.49**

LIMIT ONE WITH THIS COUPON
Limit one coupon per family Good only at our store thru Sat., April 8 1978.

_____

6.

VALUABLE COUPON X523

Detergent
Cheer 49 oz. box **$1.29**

LIMIT ONE WITH THIS COUPON
Limit one coupon per family. Good only at our store thru Sat., April 8, 1978.

_____

Client _____ Date _____

PRETEST
FUNCTIONAL ACADEMICS: MONEY - Item #5 - Estimates Cost of Purchase (Continued)

Direct the client to estimate the prices, either verbally or in writing, of the following to the nearest dollar.

1.

$3.98 SQ. YD.

2.

6.99
Men's no-iron pajamas

3.

3 for 2.99
Men's "2100" crew socks

4.

$7.99 SQUARE YARD

5.

$5.98 SQ. YD. INSTALLED

6.

$2.98 SQ. YD.

7.

Florsheim
Value
$36.95

8.

OLIVETTI PORTABLE
ELEC. TYPEWRITER

Fully Electric Carriage Return. Complete with Carrying Case. Exclusive 5 Year Warranty

$179.85

TASK ANALYSIS - 4 (Continued)
FUNCTIONAL ACADEMICS: MONEY - Item #6 - Uses Checkbook

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
Prerequisites 1. Can add and subtract problems involving money with calculator		
2. Recharges or changes calculator batteries as needed		
3. Can spell or copies the names of stores		
4. Can spell or copies numbers		
5. Can write/copies date correctly		
6. Writes/copies legal signatures		
Checking Mechanics 7. Fills out a check		
8. Records a check in check register		
9. Fills out a deposit slip		
10. Records a deposit in check register		
11. Balances account after each entry		
USING AND MAINTAINING A CHECKBOOK: 12. Keeps checkbook in a safe place		
13. Takes checkbook to the bank when needed		
14. Deposits money in the correct account rather than confusing checking and savings account		
15. Gets a receipt or a stamp in the front of checkbook whenever he deposits money		
16. Fills out date and payee ahead of time whenever possible so he doesn't hold up lines		
17. Writes out own checks in stores and at bank rather than letting a clerk do it		
18. Records checks promptly after writing them		
19. Has ID card with when using checkbook		

FUNCTIONAL ACADEMICS: MONEY - Item #6 - Uses Checkbook (Continued)

TASK STEPS	I	M
20. Bank Statements: Checks off checks		
Checks off deposits		
Records service charge		
Subtracts service charge		
Fills in new balance		
Lists outstanding deposits		
Adds		
Lists outstanding checks		
Adds		
Subtracts		
Is statement balanced?		
Looks for error		
Finds error		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

PRETEST - 4 (Continued)
FUNCTIONAL ACADEMICS: MONEY - Item #7 - Carries Own Money

Pretest this item by taking the client to the store to purchase any item(s) and observe his/her abilities to carry his/her own money; ability to perform transaction with the cashier; and whether he/she waits for change.

Make any comments relevant to the observation in the following space:

COMMENTS on Item #7:

Client _____ Date _____

TASK ANALYSIS - 4 (Continued)
FUNCTIONAL ACADEMICS: MONEY - Item #8 - Writes/Follows a Weekly Budget

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS LEVEL I	I	M
1. Reads words often used on budget (personal care items, entertainment)		
2. Writes or copies above words		
3. On budget sheet, lists personal care items needed		
4. On budget sheet, lists entertainment plans		
5. On budget sheet lists what clothes planned to buy or save for		
6. On budget sheet, lists other expenses		
7. Writes in estimated cost of each item on budget sheet to nearest quarter		
8. Adds list of prices using calculator		
9. If total is over weekly limit, cut costs on unnecessary items until total is within weekly limits		
10. Tells which items are necessities (needed for maintaining hygiene or meeting goals)		
11. Buys all items on list		
12. Keeps spending within weekly limit		
13. Lists each purchase made (cost and name of item of purchase) on budget sheet		
14. Subtracts cost of item(s), etc., from beginning amount with calculator to determine new balance		
15. Checks to see if remaining amount on budget sheet matches amount of money that's left		
LEVEL II		
16. Writes weekly budget on notebook paper		
17. Puts an asterisk (*) by necessities		
18. Buys necessities before items for pleasure		
19. Spends only weekly limit		

FUNCTIONAL ACADEMICS: MONEY - Item #8 - Writes/Follows a Weekly Budget (Continued)

TASK STEPS LEVEL III	I	M
20. Buys necessities without writing out a weekly budget		
21. Spends within weekly limit without writing a weekly budget		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s)_____

TASK ANALYSIS - 4 (Continued)
FUNCTIONAL ACADEMICS: MONEY - Item #9 - Writes and Follows Monthly Budget

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Lists expenses for a particular month Estimated cost: rent, food, spending, bus and taxi, phone, electricity, clothes, other, saving TOTAL Income: funding, rent subsidy, paychecks		
2. Writes estimated cost for each expense for one month and add estimated costs		
3. Lists sources of income (funding, rent subsidy, paychecks)		
4. Writes amount or estimated amount of income next to each source and add amounts of income		
5. If income is more than expenses, subtracts, and enters the difference as amount to be saved under expenses column		
6. If income is less than expenses, names which expenses could possibly be changed		
7. Lower a cost next to an expense (or expenses) the same amount as the difference between expenses and income and re-add expenses		
8. Repeat steps 4-7 as necessary until total expenses equal total income		
9. Each week writes amount of each check written next to corresponding area on budget and adds amount spent in each budget area		
10. If amount spent exceeds amount estimated adjust budget by lowering amount of one budget area the same amount the first area was increased		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 4 (Continued)
FUNCTIONAL ACADEMICS: MONEY - Item #10 - Pays Bills When Due

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Gets bill, pen, checkbook, and calculator		
2. Writes a check for the amount due		
3. Puts check in envelope		
4. Addresses envelope, if necessary, writes return address		
5. Mails letter		
6. Using calculator, divides cost of bill by number of people sharing the bill		
7. Collects money owed by roommate		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

PRETEST - 4 (Continued)
FUNCTIONAL ACADEMICS: READING - Item #1 - Reads Own Name

Write the client's name in manuscript and in cursive and direct him/her to read each one OR write his/her name with three or four others and have the client point to his/her name.

PRETEST
FUNCTIONAL ACADEMICS: READING - Item #2 - Signs

Direct the client to read the following words OR you say a word and have the client point to the correct word.

CLOSED	USE OTHER EXIT	FLAMMABLE
OFFICE	WATCH YOUR STEP	TICKETS
NO TRESPASSING	MOVE TO THE REAR	DEPOSIT MONEY HERE
KEEP OUT	PUSH	TELEPHONE
PRIVATE	PRESS	INFORMATION
NO ADMITTANCE	MEN	DON'T WALK
DANGER/POISON	GENTLEMEN	STOP
EXIT	LADIES	DO NOT ENTER
OUT	WOMEN	ONE WAY
TOILET	IN	QUIET
RESTROOMS	ENTRANCE	DO NOT DISTURB
STAIRS	PAY HERE	OPEN
THIS WAY	CASHIER	PULL
USE OTHER DOOR	FRAGILE	USE CROSSWALK

Client _____ Date _____

FUNCTIONAL SIGNS
(Data Sheet)

	Date Given						
CLOSED							
OFFICE							
NO TRESPASSING							
KEEP OUT							
PRIVATE							
NO ADMITTANCE							
DANGER-POISON							
DANGER-CARS							
EXIT							
OUT							
TOILET							
RESTROOMS							
STAIRS							
THIS WAY							
USE OTHER DOOR							
USE OTHER EXIT							
WATCH YOUR STEP							
MOVE TO THE REAR							
PUSH							
PRESS							
MEN							
GENTLEMEN							
LADIES							
WOMEN							
IN							
ENTRANCE							
PAY HERE							
CASHIER							
FRAGILE							
FLAMMABLE							
TICKETS							

	Date Given						
DEPOSIT MONEY HERE							
TELEPHONE							
INFORMATION							
DON'T WALK							
STOP							
USE CROSSWALK							
RAILROAD CROSSING							
DO NOT ENTER							
ONE WAY							
QUIET							
DO NOT DISTURB							
OPEN							
PULL							

PRETEST - 4 (Continued)
FUNCTIONAL ACADEMICS: READING - Item #3 - Food Words

Direct the client to read the following words OR say a word and have the client point to the correct word. Circle words client does not know.

tartar sauce	french fries	cooking oil
muffin	flour	margarine
meat	toast	lasagna
bread	butter	macaroni
sandwich	sugar	cheese
fruit	peanut butter	ham
apple	potatoes	bacon
banana	pizza	sausage
orange	pot pie	corn
vegetable	hamburger	peas
cake	Hamburger Helper	beans
cookie	fish	lettuce
pie	steak	tomatoes
peaches	roast	carrot
Kool Aid	hot dog	celery
coffee	wiener	lunch meat
iced tea	buns	cereal
milk	hot dish	Wheaties
eggs	spaghetti	cornflakes
catsup	tomato sauce	jelly

Client _____ Date _____

PRETEST - 4 (Continued)
FUNCTIONAL ACADEMICS: READING - Item #4 - Letters

Direct the client to read the following letters orally.

May 22, 1978

Dear Pat,

I finally found some time to write you a letter. I have really been busy studying. School is almost out and I'm getting excited for summer. I plan to take a vacation with my parents to Canada in August.

Do you have a job for the summer? Do you have plans to take a vacation?

I hope you will be able to come and visit me sometime during the summer. I'm anxious to see you again.

I would enjoy hearing from you anytime.

Love

Carla

May 22, 1978

Dear Karen,

We just got back from seeing the movie "Star Wars." I really liked it. Have you seen it?

Mom and dad are at grandma's. They should be home soon. Hope all is well with you.

See ya,

Jim

TASK ANALYSIS - 4 (Continued)
FUNCTIONAL ACADEMICS: SHOPPING - Item #1a - Writes Menu

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Gets pencil and menu form		
2. Gets list of meal ideas		
3. Locates place on menu for first evening meal		
4. For the evening meal, writes down a meat or main dish (may use list of meal ideas)		
5. For the evening meal, writes down a vegetable if it's not contained in main dish		
6. For the evening meal, writes down a starch, if it's not contained in the main dish		
7. For the evening meal, writes down a beverage		
8. For the evening meal, writes down a fruit or a dessert if not contained in main dish		
9. Decides what days evening meal must be planned. Repeat steps 4 to 8 for all evening meals using each food no more than three times		
10. Locates place on menu form for breakfast for first day		
11. Writes down one main dish for breakfast		
12. Writes down one starch		
13. Writes down one fruit or juice for breakfast		
14. Decides what days breakfast must be planned		
15. Repeats steps 11 to 13 for other breakfasts		
16. Locates place on menu form for first midday meal		
17. Writes down main dish for midday meal		
18. Writes down beverage for midday meal		
19. Writes down fruit or vegetable for midday meal		

FUNCTIONAL ACADEMICS: SHOPPING - Item #1a - Writes Menu (Continued)

TASK STEPS	I	M
20. Decides for what days midday meal must be planned		
21. Repeats steps 16 to 20 for other midday meals		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 4 (Continued)
FUNCTIONAL ACADEMICS: SHOPPING - Item #1b - Writes Grocery List

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Gets pencil, written menu, recipes for foods on menu that need a recipe, and blank piece of paper		
2. Across top of paper, writes: Dairy case Canned Other		
3. Across middle of paper writes: Meats Frozen Fresh Fruits & Vegetable		
4. Writes each food on menu under corresponding heading on grocery list		
5. Lists all ingredients of each food on grocery list (where appropriate) using recipe cards as needed		
6. Goes through each food on grocery list and looks in cupboard or refrigerator to see if any of these foods are there		
7. If a food is found in refrigerator or cupboard, looks on menu to see if it is needed for the days left on that menu		
8. If the food is not going to be needed, crosses it off grocery list		
9. Repeats last two steps with each food found in cupboard or refrigerator		
10. Next to each food on grocery list, writes down the amount needed (Ex. 2 pounds hamburger, or 2 cans peas)		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 4 (Continued)
FUNCTIONAL ACADEMICS: SHIPPING - Item #1c - Buys Groceries

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Takes money, grocery list and pencil to store		
2. Gets to the grocery store (bus, bike, walk, taxi)		
3. Gets a cart		
4. Begins shopping at an end aisle and moves up one aisle, down the next, etc., rather than back and forth across store		
5. Reads signs above aisle		
6. Finds items on list or asks clerk for help		
7. Puts items on list in grocery cart, marking them off list		
8. Buys only items on list and buys in amount stated on the list. Buys store brand or cheaper brand		
9. Keeps cart over to the side of the aisle and looks behind self for carts and people before walking across aisle		
10. Buys everything on list		
11. Finds shortest checkout line and waits turn		
12. Identifies what to send back if short of money		
13. Pays for groceries		
14. Gets receipt, change and drive-up number, if necessary		
15. Returns home with groceries (taxi, bus, bike, walk)		
16. Puts groceries away in correct place (freezer, refrigerator, cupboard)		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 4 (Continued)
FUNCTIONAL ACADEMICS: SHOPPING - Items #2 & #3 - Buys Clothes, Shoes/Boots, Personal Items

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Makes a list of shopping needs, personal items and clothing		
2. Determines best time to go shopping		
3. Determines best store to go shopping for personal items and clothing		
4. Determines amount of money to take shopping and/or takes checkbook		
5. Locates clothing articles and shoes at store		
6. Tries on clothing or shoes to determine if they fit correctly		
7. Compares prices and style		
8. Buys clothing or shoes that are appropriate for needs		
9. Pays for clothing or shoes with cash or check		
10. Saves receipt		
11. Goes to store to buy personal necessity items		
12. Gets basket or shopping cart if needed		
13. Finds items from shopping list		
14. Requests help courteously from clerk when necessary		
15. Takes items to checkout counter and gives money to clerk or writes check for appropriate amount		
16. Saves receipt and puts change in pocket or purse		
17. Take tags off clothing and puts clothing/shoes/ personal necessity items away and puts sales receipt in safe place		
18. Returns clothes and shoes if necessary		
19. Has clothing and shoes repaired when necessary		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 5 (Continued)
PERSONAL/SOCIAL SKILLS - Item #17 - Answers Phone

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Identifies phone ring		
2. Initiates answering telephone		
3. Identifies residence and self, e.g., "Intermediate Living Center, Denise Benson speaking"		
4. Notifies who is wanted on phone or appropriately takes care of situation on own		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 5 (Continued)
PERSONAL/SOCIAL SKILLS - Item #18 - Answers Door

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Identifies door bell or knock at door		
2. Initiates answering door		
3. Says "hello"		
4. Notifies who is wanted at door or appropriately takes care of situation on own		

COMMENTS:

Client _____ _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 5
PERSONAL/SOCIAL SKILLS - Item #28 - Table Manners

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Washes and dries hands		
2. Sits on chair at table and with proper posture		
3. Says table prayer		
4. Unfolds napkin and places on lap		
5. Takes appropriate serving of each food		
6. Passes food to individual on your left		
7. Waits until everyone is served before starting to eat		
8. Uses knife to cut meat if required		
9. Holds silverware properly		
10. Takes moderate size bites of all items on plate and eats at moderate speed chewing food well, with mouth closed, before swallowing		
11. Pours beverage into glass so it is below rim of glass		
12. Drinks beverage slowly and intermittently throughout meal without washing food down		
13. Talks when mouth is empty		
14. Uses "please," "thank you," and "excuse me" when appropriate		
15. Uses napkin when necessary		
16. Takes appropriate second helping		
17. Waits for everyone to finish main course before starting dessert		
18. Excuses self from table after everyone is finished		
19. Takes own dishes, silverware and places near to sink on counter		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 6
FOOD PREPARATION/COOKING - Item #10 - Operates Stove

I=Independent - No reminders or assistance
M=Monitored - Reminders or checking needed

TASK STEPS	I	M
1. Places food in appropriate size pan		
2. Places large pans on large burners and small pans on small burners		
3. Turns dial for corresponding burner to appropriate or recommended temperature from recipe (warm, low, medium or high)		
4. When oven is used, turns oven temperature control to temperature required from recipe and turns oven selector to preheat and warm oven till light goes off		
5. Puts food that goes in oven in suitable pan or dish		
6. After light goes off for oven, turns oven selector to appropriate setting for baking (broil or bake)		
7. Sets kitchen timer for amount of time that food is to bake		
8. Stirs foods in pans to prevent burning food		
9. Turns dials for corresponding burner down to low or warm when food is warm		
10. After timer goes off checks food in oven to determine if it is done		
11. Shuts off oven temperature control and turns all burners on stove off		
12. Puts foods in suitable serving dishes and puts on table		
13. Puts pans in sink for washing		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 6 (Continued)
FOOD PREPARATION/COOKING - Item #27 - Prepares balanced meal

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Using a written menu, prepares all foods on menu		
2. Using a chart, fills in which meat or main dish, vegetable, starch, drink, and fruit or dessert will be prepared using foods available		
3. Without writing anything ahead of time, prepares meal including a meat or main dish, vegetable, starch, drink and fruit or dessert using available foods		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 7
MOBILITY - Item #2 - Rides Bicycle

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
I. Rules and Laws-In Classroom: 1. Reads and follows signs (stop, lights, yield, no bicycles)		
2. Uses hand signals (right turn, left turn, slow down or stop)		
3. Rides only in designated/acceptable areas		
4. Rides after dark only if bike has lights		
5. Identifies where to get bike license		
II. Bike Care: 6. Identifies where to get tires inflated		
7. Identifies where to call for bike repairs		
8. Identifies where to buy tires, tubes, and lights		
III. Road Test-Demonstration: 9. Locks bike correctly at home and in a public place		
10. Uses brakes correctly		
11. Shifts gears correctly		
12. Rides well off to the side of the road		
13. Walks bike across busy intersection		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 7 (Continued)
MOBILITY - Item #3 - Rides City Bus

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Identifies where to catch bus a. from school b. from dorms c. at Western Mall d. at Empire		
2. Puts 50¢ in the fare box		
3. Gets change from bus driver when needed		
4. Asks for transfer if needed		
5. Keeps feet out of aisle		
6. Refrains from smoking on bus		
7. Uses a moderate level voice		
8. Chooses seat and stays there		
9. Keeps a socially acceptable amount of space when sitting next to someone		
10. Knows to pull rope to signal driver to stop		
11. Asks driver if unsure of something		
12. Rides independently to the Y, library, Stewart's, phone company and can return from the same		
13. Knows that all buses meet at 11th & Main every ½ hour, and can find 11 & Main from the Y, library, Stewart's, phone company		
14. Finds different routes on bus schedule		
15. Reads bus time table		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 7 (Continued)
MOBILITY - Item #4 - Uses Taxi

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Finds phone number for taxi company		
2. Gives correct information when calling for a cab		
3. Waits for taxi in correct place		
4. Sits in back seat		
5. Tells the driver where he's going		
6. Gives correct amount of money to driver		
7. Shares cab fare with others if riding in a group		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 7 (Continued)
MOBILITY - Item #5 - Rides Bus to Another City

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
1. Describes or gives address where bus depot is located		
2. Can get to bus depot without help (by taxi, city bus, or other)		
3. Buys ticket without help		
4. Finds correct bus to board		
5. Check luggage		
6. Return from bus depot		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

TASK ANALYSIS - 7 (Continued)
MOBILITY - Item #7 and #8 - Identifies/Reads Street Signs & House Numbers

I=Independent - No reminders or assistance
M=Monitored - Reminders and checking needed

TASK STEPS	I	M
Finds an address: 1. Locates street sign		
2. Reads number on street sign		
3. Tells/identifies which number will be on the next block		
4. Reads name on street sign		
5. Says that N means north		
S-south		
E-east		
W-west		
6. Knows, for example, that 100 North means all the buildings on that block will be numbered in the 100's		
Identifies house numbers: 1. Locates number on house or building		
2. Reads number printed in numerals		
3. Reads number written in letters		

COMMENTS:

Client _____ Training Dates _____ to _____

Trainer(s) _____

PRETEST - 8
HEALTH: Item #1 - Treats Simple Health Problems

Direct the client to respond to the following questions.

1. Tell or show me what you would do if you cut your finger with a knife, on a can, etc.

   wash out with water, apply pressure until bleeding stops, apply Band-Aid

2. What should you do if you scrape your knee/elbow?

   wash it with water, apply Band-Aid

3. How would you take out a sliver?

   remember to sterilize the tweezers, etc.

4. What should you do if you have an upset stomach?

   What should you eat? toast, hot tea, soup

   Take Pepto-Bismal possibly

5. What should you do for a cold?

   rest, drink liquids, take aspirin if you have a fever

6. What does athlete's foot look and feel like?

   red, itchy, etc., around and between toes

7. What do you do for athlete's foot?

   apply powder or ointment; dry feet well between toes

PRETEST
HEALTH: Item #2 - Contacts Another for More Difficult Health Problems

Direct the client to respond to the following questions.

1. How can you tell if you have a fever?

   feel your forehead, use a thermometer

   What should you do?

   call staff member or another person if it is above 101 degrees or if you think it is

2. What is diarrhea? What should you do for diarrhea?

3. What should you do if a dog or animal bites you?

   wash with soap and water, then call staff or doctor

4. What should you do if you get burned?

   Run burned area under cold water. If it blisters or burns more than top skin call staff or the doctor.

5. What should you do if you faint or black out?

   rest, call staff or another person

6. What should you do if someone has a seizure?

   Keep them from hurting themselves, report to staff or another person as soon as possible. Call 911 if the person stops breathing if there is no one else around.

7. What should you do if you get something in your eye?

   call staff or another person, wash it out with water

8. What should you do if someone eats or drinks poison or cleaning material?

   call 911 and ask for poison control and/or call someone who would know how to treat the person

9. What should you do if someone takes too many pills or aspirin?

   call 911 to report it and/or call staff or another person

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